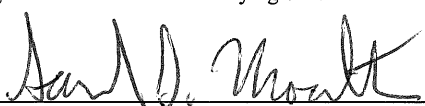


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Community Informatics Corps: The Next Generation

PARTNERS

Campus units we have worked with

- Academy for Entrepreneurial Leadership
- Bruce D. Nesbitt African American Cultural Center
- Center for Education in Small Urban Communities
- Center for Global Studies
- Center for Latin American and Caribbean Studies
- Center for Teaching Excellence
- Center on Democracy in a Multiracial Society
- College of Agricultural, Consumer and Environmental Sciences
- College of Education
- Family Resiliency Center
- College of Media
- Department of African American Studies
- Department of Psychology
- Department of Spanish, Italian and Portuguese Division of General Studies
- East St. Louis Action Research Project (ESLARP)
- Illinois Public Media (WILL-AM)
- La Casa Cultural Latina
- Korean Cultural Center
- MSTE (Office of Math, Science & Technology Education)
- New Horizons/Nuevos Horizontes
- Office of Minority Student Affairs
- Office of the Vice Chancellor for Public Engagement and Institutional Relations
- School of Social Work
- University Library

Local partners

- Bethel AME Church
- Canaan Baptist Church
- Center for Women in Transition
- Champaign School District 4
- Champaign-Urbana Public Health District
- The Champaign Public Library, Douglass Branch
- Cunningham Children's Home
- Don Moyer Boys and Girls Club
- Latino Partnership of Champaign County

- Liberty Temple Church of God
- New Free Will Baptist Church
- North First Street Association, Champaign
- Orpheum Children's Science Museum
- Parkland Community College
- Peer Ambassadors
- Radical Librarians and Books to Prisoners
- Rantoul Public Library
- Restoration Urban Ministries
- Salem Baptist Church
- Shadow Wood Mobile Home Park
- SisterNet
- Tolono Public Library
- The Urbana Free Library
- Urbana School District 116
- Urbana-Champaign Big Broadband (UC2B)
- Urbana-Champaign Independent Media Center

State and national/international partners

- American Educational Research Association
- College of Information Sciences and Technology at Pennsylvania State University
- Community Informatics Research Network and the international *Journal of Community Informatics*
- Community Information Corps at University of Michigan School of Information
- Dialogue in Methods of Education
- Hull-House Museum, Chicago
- Information School at University of Washington
- iSchools Caucus
- The Newberry Library, Chicago
- Puerto Rican Cultural Center in Chicago (and all its affiliated community organizations)
- São Tomé and Príncipe (National Library, government, schools, and NGOs)
- University of Illinois at Chicago Archives
- University of Turabo, Puerto Rico

OVERVIEW

NOTE: It is difficult to define the scope of reporting when our project involved the growth and institutionalization of a community informatics program in which hundreds (if not thousands) of people and organizations in universities and communities participated at some level. Many connections are so indirect that we may not even have heard of them. In this report, we focus primarily on those activities

and people who were directly supported by IMLS resources, i.e., PIs, other project staff, and students receiving funding from IMLS.

The University of Illinois's Graduate School of Library and Information Science promotes teaching and research related to community informatics (CI), the study of communities and how they interact with technology. For the past four years we have used our IMLS grant to expand our pilot Community Informatics Corps master's program. The aim has been to develop our capacity to recruit and train the next generation of CI professionals. Through assistantships, fellowships, and scholarships, we have provided financial assistance to 46 students, as well as supporting practicums and other developmental opportunities. Enrollment in CI courses has increased from 165 students in 2007–08 to 206 students in 2010–11, despite the retirement of one professor, the departure of another, and the death of a third. (Not all the students counted are unique students.) The CI curriculum now includes 16 different course offerings, and CI modules have been integrated into at least 5 other library and information science courses. In 2009, we established the Community Informatics Certificate program, thus far awarded to 22 students.

PROJECT ACTIVITIES

Curriculum development.

Since 2007 we have been working to expand and institutionalize the Community Informatics curriculum at GSLIS. This has evolved in shape and scope over the course of the grant, as will be discussed further in the analysis section of the report. However, the process involved establishing an official CI Certificate program, as well as designing and refining course sequences, non-course learning opportunities, and continuing education credit. We worked to redesign existing courses based on faculty and student evaluations and to develop new courses.

Key to putting the curriculum into practice has been the need to appropriately integrate campus- and community-based settings as well as finding ways to negotiate face-to-face versus technology-mediated mechanisms.

Student recruitment and support.

A primary aim of the Community Informatics program has been to attract and support new students, especially those from underserved communities. Several initiatives were undertaken to meet this aim. We offered fellowships for full-time GSLIS master's and doctoral students whose interest and research fall into community informatics, which included tuition and fee waivers and a variable stipend of up to approximately \$17,800/year (for doctoral students) or \$15,800/year (for master's students). We also provided scholarship support in the form of tuition waivers and/or stipends for part-time students. Fellowship and scholarship students served on a Community Informatics student advisory board addressing needs such as how to market the program, mentor new students, identify needs in community libraries and museums, disseminate program results, and provide ongoing student feedback. We held weekly meetings throughout the first three years of the grant.

We used various methods to recruit students including university and community events, conferences, websites, listservs and word of mouth. One student based in Chicago in 2007-08 who had an IMLS-funded assistantship met with units and advisors at three institutions that have significant populations of traditionally underrepresented students: University of Illinois at Chicago, DePaul University, and Northeastern Illinois University. He also spoke to several groups of students at their home institutions about the CI program at GSLIS (about 25 people total), and designed and distributed program materials to them. He compiled lists of historically-black colleges in the US and listservs (including ALA affiliate groups) for dissemination of program information. Another graduate student, who had worked previously at the UI Office of Minority Student Affairs, attended on-campus (UIUC) career fairs and events at the cultural houses, and wrote a recruitment guide in Fall 2008. (While these lists are dated, the recruitment guide is included in Appendix I.) With the grant's focus on strengthening the partnership and model of university-community collaboration represented by our ongoing relationship with the Puerto Rican Cultural Center in Chicago (PRCC), a third student, paid as an hourly employee due to her other commitments, recruited students during open houses at the PRCC. The CI program was also featured regularly in *La Voz del Paseo Boricua* (the local community newspaper) and on the website of the Puerto Rican Cultural Center. The project coordinator, Sharon Irish, met with the advisors in the UIUC Division of General Studies in 2008 (a division with a large number of first-generation college students as well as students from underrepresented groups.) The GSLIS faculty who attended conferences—such as ALISE, ALA, ASIST, and AoIR—as well as the staff who travel frequently to meet with alumni were given materials and talking points about the CI program.

To provide tools for students to engage with the emerging field of community informatics, faculty, staff and students worked together to expand and maintain the Community Informatics Initiative website at GSLIS. We compiled a bibliography of key sources; a resource list for doctoral students (both on archived website disk); and a guide to finding an internship (Appendix I). Again, while these are somewhat dated, they are attached as indicated.

Faculty development.

In order to critically explore the practical and theoretical challenges of community informatics research, we initially hoped to increase GSLIS faculty involvement in the existing Community Inquiry Research Group (CIRG). However, as key CIRG researchers were on sabbatical over the course of the grant, this initiative was soon replaced by the monthly Community Informatics Research Series, in which outside speakers were invited to share their CI-related research with the GSLIS community. Speakers came from various university departments, other universities, as well as from community organizations. Attendance at these events averaged around 20 people (see Appendix I.)

We also held brown bag lunches in order to provide an opportunity for CI researchers to share news regarding conference experiences and similar activities.

With IMLS funding we provided course buy-outs for the following faculty LIS members: Jon Gant (2009), Les Gasser (2007), Caroline Haythornthwaite (2008), Carol Tilley (2008) and Anke Voss (2008). Professor Haythornthwaite developed the course, Social Science Research in LIS (now LIS519), intended to provide basic research expertise for CI students; Professor Gasser taught Information Networks; Professor Tilley

incorporated CI into her Youth Media course, and Professor Gant integrated community informatics into his GIS course. Adjunct Instructor Voss developed a stronger community component for LIS581A Administration and Use of Archival Materials. Since Spring 2009, Ms. Voss has taught an additional class on Community Archives. In addition, we supported the course development of “Hip Hop as Community Informatics,” a course taught in 2009 by Dr. Will Patterson, associate director of the African American Cultural Center.

The initial concept of providing mini-sabbaticals for CI scholars to visit campus developed in a more flexible way than originally envisioned, in part due to people’s busy schedules; it was not possible for them to come for one or two weeks. Instead, we used grant funds to support shorter visits by academics, artists and activists, often co-sponsored with other groups:

- Douglas Schuler from Public Sphere Project and The Evergreen State College visited GSLIS in September-October 2008. Mr. Schuler, along with Project Coordinator Sharon Irish, Professor Bishop and Professor Ken Salo (Urban Planning), visited East St. Louis projects as well as gave a talk at GSLIS attended by 20 people (“Civic Intelligence and Liberating Voices: A Pattern Language for Communication Revolution”). He met with Professors Alkalimat, Bishop, Bruce, and Williams.
- Alejandro Luis Molina, Secretary of the Board of the Puerto Rican Cultural Center in Chicago, presented at the Community-Campus Summit on entrepreneurship in 2008, organized by Prof. Ann Abbot, a CII affiliate, as well as meeting with faculty and staff at GSLIS.
- Professor Karen Mossberger in Public Administration at the University of Illinois, Chicago, gave a lecture, “Digital Citizenship,” at GSLIS, co-sponsored with the CI program by the Information and Society program. Dr. Mossberger met with CI faculty during her visit.
- Professor Ben Bederson from the University of Maryland came to campus to lecture and meet with people in computer science and LIS In April 2009. He gave two presentations, one of which was at GSLIS: “From Ulaan Baatar to iPhone: A Digital Library for the World’s Children.” His visit was co-sponsored by the CI program, the Department of Computer Science and GSLIS.
- A group from Çanakkale Onsekiz Mart Üniversitesi that included Dr. Yunus Mustafa Eryaman, editor of the *International Journal of Progressive Education*, Dean of Education Dinçay Köksal, and Rector Ali Akdemir, visited with IMLS-funded graduate students and staff to learn more about the LEEP (distance) learning program and Community Inquiry Labs in May 2009.
- Pablo Marcano Garcia, Artist-in-Residence at Turabo University, Gurabo, Puerto Rico, visited Chicago and Urbana-Champaign, June 9-16, 2009. He gave a presentation to UIUC staff and faculty, and was introduced to others on a campus tour.

In addition, we utilized the new structure provided by annual iConferences to convene pre-conference workshops on CI, organize panels, present papers, and hold informal meetings with CI faculty and students in other universities.

We also used the annual Community as Intellectual Space symposiums (discussed below), jointly planned with the Puerto Rican Cultural Center, and held on Paseo Boricua in Chicago, to disseminate and discuss CI curricula and issues with our LIS colleagues across the country.

Finally, Pls Bishop and Bruce have been invited to present on their grant-supported CI work at several universities in the U.S. and abroad.

Community–university capacity building.

Fundamental to the principles of CI is a commitment to developing communication and capacity-building at the intersection of university and community. This has taken place on a number of fronts, in both the virtual world and face-to-face.

Integral to our work has been our partnership with the Paseo Boricua community in Chicago’s Humboldt Park neighborhood, which has provided rich learning and engagement opportunities for community informatics students and researchers alike. To support this collaboration, we hired a Service Learning and Technology Coordinator in Paseo Boricua for 10 hours a week in all three years of the project. Alejandro Luis Molina continues to be an invaluable partner in our university-community collaborations (see <http://alejandroluismolina.org/>). Major achievements include our GSLIS/community collaborations to: catalog the Puerto Rican Cultural Center’s library with LibraryThing; support the first-ever curation of an exhibit at Chicago’s Newberry Library by high school students (these items are in Appendix II); digitally archive, in the collections of the University of Illinois at Chicago, material documenting the history of the Puerto Rican Cultural Center; and the professional production and broadcast by the College of DuPage Library Learning Network of a teleconference with substantial filming that captured the GSLIS/PRCC CI partnership (a copy of the CD has been ordered and will be sent directly to IMLS.) The webpage describing the broadcast can be viewed at <http://www.dupagepress.com/library-learning-network/soaring-to-excellence-2008/people-watching-with-a-purpose/>). In addition, CIC students provided support for virtually every program associated with the PRCC, from original local history plays to the creation of a community fitness manual to high school teaching to producing policy documents and providing other support for an urban agriculture initiative (see Appendix II.)

In partnership with Paseo Boricua’s Puerto Rican Cultural Center (PRCC), we also founded and fostered the growth of the annual Community as Intellectual Space (CIS) national symposium, which brings together faculty, students, and community activists around community informatics and broader social justice issues, drawing regional, national, and a few international participants. Each year, GSLIS faculty and CI students led workshops and panels and collaborated in brainstorming sessions. CIS provided an opportunity for networking among the various groups involved on Paseo, such as all of the programs run by PRCC, as well as among institutional partners such as Northern Illinois University and University of Illinois at Chicago. Further, since CIS is held on Paseo Boricua, participating LIS faculty from other universities across the country were able to experience the “community-embedded” approach to CI learning supported by our grant. In 2011 Community as Intellectual Space continued as an event funded and run by the Puerto Rican Cultural Center, with a focus on stimulating and showcasing the achievements of high school students on Paseo. Notably, the CIS symposium continues even though IMLS grant funding has ended.

Over the course of the grant, CI program representatives took part in about 50 community events organized by or with the grant project. Further, academic presentations addressed national and international audiences. (See the CIC bibliography in Appendix I.)

In addition, CIC faculty and students worked to develop university-community partnerships intended to yield long-term CIC engagement opportunities for research and teaching. For example:

- working with community partners to support their public engagement and grant-seeking efforts;
- incubating and supporting the CI Club (<http://www.communityinformaticsprojects.com/ciclub/>), a student group that “strives to be a mix of activism and connections with local community efforts, social and professional development, and an extension to the CI program.” This includes a very successful tech volunteer program, in which about 20 GSLIS students per term offer one-on-one tutoring to the public at the Urbana Free Library.
- supporting the Extending Library Services to Empower Youth project (ELSEY) (<http://elseyjdc.wordpress.com/>), a collaboration with the Champaign County Juvenile Detention Center, Peer Ambassadors, and local libraries that is working to build and maintain culturally appropriate library services for incarcerated youth.
- contributing to background research and planning leading to the UC2B (Urbana-Champaign Big Broadband) program currently led in GSLIS by professors Jon Gant, Kate Williams and Abdul Alkalimat (<http://uc2b.net/>)
- leading the founding and institutionalization of the award-winning SOAR (Student Opportunities for After-School Resources) after-school tutoring program at a local public elementary school with a large number of immigrant students (<http://engage.illinois.edu/entry/57>). For GSLIS students interested in CI, school librarianship, and youth development, SOAR provides hands-on and interdisciplinary experience with marginalized children in an educational setting. This experience is sorely lacking among LIS students, the majority of whom come from white, middle- and upper-class backgrounds.

We have also worked to develop online communication tools and practices in order to facilitate communication between community members, university students, and faculty both locally and farther afield. These efforts included:

- CI Reflections blog, where CI students, faculty and staff shared their experiences and ideas. Noteworthy here are posts by grant-supported students and staff in which they reflect on their work and learning, e.g.,
 - *Technology, low-income children, and community need*, by Noelle Williams (<http://blog.lis.illinois.edu/imlscic/?p=300>)
 - *Crossing divides, delivering goods*, by Sharon Irish (<http://blog.lis.illinois.edu/imlscic/?p=391>)
 - *Serious questions about CI's impact*, by Noelle Williams (<http://blog.lis.illinois.edu/imlscic/?p=259>)
 - *Teach, learn and engage: A student's reflections*, by Suzanne Im (<http://blog.lis.illinois.edu/imlscic/?p=261>)

- *Community informatics and ALA's statement on traditional cultural expressions*, by Noah Lenstra (<http://blog.lis.illinois.edu/imlscic/?p=233>)
- *Aaisha Haykal looks at diversity in LIS*, by Aaisha Haykal (<http://blog.lis.illinois.edu/imlscic/?p=200>)
- *Community involvement at Vida/SIDA*, by Victor Benitez (<http://blog.lis.illinois.edu/imlscic/?p=62>)
- maintenance of two electronic mailing lists to support discussion, project coordination, and social interaction among university and community partners;
- development of the VO[I]CES newsletter, which was distributed in print and online from 2007-10 (archived on the website and in Appendix I);
- development of online resources via the CII website as well as support for partner sites such as MetroEastDigital (www.metroeastdigital.org) and Prairienet (www.prairienet.org);
- development of an in-house collaboration tool call the Community Inquiry Labs (now successfully archived), which was designed to allow community and university partners to brainstorm, share resources, and work collaboratively on documents.

Fostering CI community of practice among peer LIS programs.

To support our efforts to build an LIS-based community of practice around CI, we have explored a variety of mechanisms for collaborative program development. We explored the feasibility of offering our existing online CI courses through Web-based Information Science Education (WISE) (www.wiseeducation.org). The course, Civic Entrepreneurship, taught in Spring 2008, had three WISE students. Two CI courses, Community Informatics and Strategic Information Management, were offered through WISE in the fall of 2010, but no students registered for them through WISE. These efforts were in addition to our communications with CI colleagues through various professional events and mailing lists.

Further, as noted above, we organized roundtables, panels, and posters for presentations at national and international conferences, often including scholars from other institutions in these collaborative discussions. For example, PI Bishop, accompanied by five CI students, helped organize and participated in a CI workshop and panel at the iSchools conference at the University of Michigan. She also served as Co-Chair for the 2008 ALISE Annual Meeting, "Community Engagement—Integrating Learning, Research, and Practice."

CIC AUDIENCE

- Students, especially from underserved backgrounds, who seek advanced education and careers that prepare them to contribute actively to strengthening their communities;
- Libraries, museums, and archives, especially in low-income and minority settings;
- Other LIS institutions interested in further developing their community informatics programs;
- Staff and volunteers in (primarily grassroots) community organizations with information needs

ANALYSIS

Original objectives.

Our original objectives were to:

1. Further develop our pilot CIC master's curriculum, improving its design and expanding its content;
2. Attract and support students, especially those from underserved communities;
3. Support faculty development in CI;
4. Strengthen communication and capacity-building at the intersection of university and community; and
5. Implement mechanisms for collaborative program development with other LIS programs.

CI Corps timeline.

The table below presents a chronological overview of the Community Informatics program's development over the course of the grant period. The timeline provides a useful picture but is not comprehensive in all respects. Specific objectives will be further analyzed in subsequent sections of this report.

Year	Term	Milestones
2007	Summer	IMLS grants awarded. Two CI proposals receive major funding: Community Informatics Corps master's curriculum development (\$996,243), Youth Community Informatics (\$788,895).
2007	Summer	CI program co-organizes/sponsors 3 rd Community as Intellectual Space symposium in Paseo Boricua, Chicago. Theme was "Our Barrio, Our Stories, Ourselves: The Role of Oral History in Community Building." UI Provost Linda Katehi participated, in addition to GSLIS faculty and students.
2007	Summer	Three new Community Informatics faculty hired. Kate Williams, who brings \$199,796 IMLS grant; Abdul Alkalimat, who shares joint appointment with African American Studies; Jon Gant, who brings a research interest in public sector collaborations around community uses of ICTs.
2007	Fall	Community Informatics Initiative (CII) launches, co-directed by Ann Bishop and Caroline Haythornthwaite. CI Curriculum Committee forms. Courses with explicit CI focus, both theoretical and practical. Begins funding fellowships, efforts to recruit students from underserved communities.
2007	Fall	CI Corps Speaker Series launches. As part of CI faculty development efforts, monthly series invites outside speakers.

Year	Term	Milestones
2007	Fall	Online student survey. Finds that few GSLIS students know what “community informatics” is, but over 100 people wanted to learn more; about half had heard of CI work in East St. Louis, São Tomé, and Champaign and were aware of the master’s specialization (n=169, 140 were master’s level).
2008	Winter/Spring (January)	PI Prof. Ann Bishop co-chairs annual Association of Library and Information Science Educators (ALISE) conference, “Community Engagement: Integrating Learning, Research and Practice,” Philadelphia, PA.
2008	Spring	The GSLIS CI program awarded the “most valuable community partner” award at 2008 Pedro Albizu Campos High School graduation ceremony in Chicago (Paseo Boricua), where several CI students have placements.
2008	Summer	CI program co-organizes/sponsors 4 th Community as Intellectual Space symposium in Paseo Boricua, Chicago. Theme is “Aesthetics of Resistance: The Act of Community Building.” UI Vice-Chancellor for Public Engagement Steve Sonka attends, together with about 100 Chicagoans, and faculty and students from UI and GSLIS
2008	Fall	Project Coordinator Sharon Irish initiates Community Informatics certification process. Student enrollment in CI courses increases.
2008	Fall	CI course development becomes less CI-exclusive. Instead, courses that appeal to broader LIS objectives with optional student focus on CI are developed.
2008	Fall	Graduate students form CI Club, which organizes volunteer, educational, career development, and social activities for students with an interest in CI; Sharon Irish is faculty sponsor.
2009	Winter/Spring (February)	Online survey & in-depth interviews w/ GSLIS students: Distance students request more CI integration; different values/definitions of CI perceived between core CI courses; lack of clear job prospects/opportunities for CI students; high interest in service learning and community outreach; low interest in advanced CI technology applications such as GIS; interest in equity issues is high.
2009	Winter/Spring (February)	Community Informatics Research Lab opens. Kate Williams initiates a separate “research lab” to study “the interaction of local communities and information technology in the tradition of the bench sciences, with a physical lab space for multiple projects.” Lab produces its own CI Lab Notes, which are periodic research reports, generally webliographies. (Not IMLS CIC grant supported).
2009	Summer	CI program co-organizes/sponsors 5 th Community as Intellectual Space symposium in Paseo Boricua, Chicago. The theme is “Critical Pedagogy: Community Building as Curriculum.” One hundred students, faculty and community members attend, with several CIC GAs leading workshops.

Year	Term	Milestones
2009	Fall	Certificate in Community Informatics approved by UIUC Graduate College. Specialization requiring one course in CI plus recommended electives (total of 12 credits) is approved. However, proof of certification will not appear on student transcripts.
2009	Fall	PI Ann P. Bishop is named a University Scholar, recognizing her excellent contributions to the UI in integrating community engagement and research. Prof. Bishop is on sabbatical, studying Jane Addams as a pioneer in community research and action. B. C. Bruce serves as PI.
2009	Fall	Faculty & student CI impact assessment undertaken. Data from 39 CI-related practica over 4 semesters evaluated. 85% supervised by non-CI-related advisors; these practica not necessarily recognized by participants as related to CI.
2009	Fall	CI Speaker/Research Series develops. Introduces students to broad range of CI research in other disciplinary areas and has good turnout. Replaces collective or formal focus on CI faculty development, as faculty undertake independent research directions.
2009	Fall	Enrollment in CI courses increases, as well as number of CI courses offered per semester. First four students graduate with CI Certificate.
2010	Winter/Spring	CI Curriculum Committee disbands. Rather than developing CI-specific courses determined by CI faculty, a broad “cluster of faculty” work with GSLIS Curriculum Committee to integrate CI concepts into a range of existing courses. CI core courses continue to have strong enrollment.
2010	Winter (February)	CI students propose and convene a panel at the iSchools conference, “Teach, Learn, Engage: Reflections on Community Informatics Curriculum Development;” other CI program participants offer presentations and posters as well, Champaign, IL.
2010	Spring	CI Club wins TIS Bookstore Outstanding University of Illinois Urbana-Champaign Organization Student Leadership Award (\$2,500). Members purchase multimedia equipment for training and other community activities, housed at Urbana Free Library.
2010	Spring (April)	With Prof. Bruce, three CIC GAs present “A Community Informatics Framework for Diversity” at the UI Center on Democracy in a Multiracial Society conference, Champaign, IL

Year	Term	Milestones
2010	Summer	CI Corps PI Ann Bishop co-organizes 6 th Community as Intellectual Space Symposium with PRCC partners (Paseo Boricua), “Creating and Sustaining Partnerships to Build Community.” CI represented by Profs. Chip Bruce and Ann Bishop, GSLIS Assistant Dean Rae-Anne Montague, and Project Coordinator Sharon Irish, 5 CI alums and 6 current students. Total attendance was about 35, with other Chicago partners providing strategic feedback to the PRCC on community health, youth engagement, social/emotional learning, urban agriculture and digital media issues.
2010	Fall	Prof. C Haythornthwaite leaves GSLIS to become the Director of the University of British Columbia’s School of Library, Archival & Information Studies. Key CI faculty member Bertram C. Bruce retires. CI Corps PI Ann Bishop moves to Seattle and continues her role primarily remotely. CI curriculum continues to be developed under broad faculty cluster, now chaired by Kate Williams, who teaches the core CI course.
2010	Fall	eBlackCU.net, the brainchild of CIC student Noah Lenstra with guidance from CI faculty member Abdul Alkalimat, takes off. eBlackCU hosts a two-day community-university symposium funded by a UI (internal) public engagement grant. 185 people attend Day 1; 120 Attend Day 2. The first day was held on campus; the second day at the Douglass Branch Library of the Champaign Public Library.
2010	Spring through Fall	14 CI classes offered; 6 online. 243 students register for CI courses; 9 GSLIS students complete CI practica; 10 students graduate with CI Certificate.

Accomplishments.

In order to recruit and support students—particularly those from underserved communities—we provided a total of 13 assistantships for CI Corps master’s students, as well as 15 fellowships. Fellowship money also was used to support eight part-time students for community credit courses. These were people who were considering library and information science or were in the process of applying to GSLIS and all represented underserved groups.

One of the primary intended outcomes of this project was to create “a new and redesigned curriculum with novel content, such as social entrepreneurship, participatory action research and professional reflection-in-action, community-based inquiry, and community networking and technology centers.” We initially proposed three required CI Corps courses, but now one four-credit course is required with eight other credits (usually two four-credit courses) recommended from a cluster of CI-related courses. (See Appendix III.) We learned that three required courses would limit students in the master’s program, and recognized that a more flexible option aligned with GSLIS practice. The curriculum has expanded significantly since that time, thus providing more opportunities for students.

Currently, in order to earn a Community Informatics Certificate students must take the 4-credit hour Community Informatics course, *at least* two other CI electives, and complete standard GSLIS course requirements. (A selection of syllabi are included in Appendix III.) As of spring 2011, the following 17 courses had been developed and taught: Civic Entrepreneurship and Public Institutions; Community Archives; Community Engagement; Community Informatics; Community Informatics Studio; Community Information Systems; Digital Divide: Policy, Research and Community Empowerment; eGovernment; eLearning; Geographic Information Systems; Information Technology and the Black Experience; Introduction to Network Systems; Inquiry-Based Learning; Media Literacy & Youth; Serving the Child in Schools and Community (was LIS 590BTW, now offered in UI's College of Education); Social Science Research in LIS; Strategic Information Management.

A selection of approximately five to six different CI courses are offered each semester, including several LEEP (online) courses. Community informatics modules and learning outcomes have also been integrated into the syllabi of other GSLIS courses, as well as courses in other departments, for example: Libraries, Information and Society; Storytelling; Youth Services Librarianship; Collection Development; LIS Practicum; The Legal Environment of Business: Entrepreneurship and Community Impacts Decision Making (Business Administration); Hip Hop as Community Informatics (African American Studies); and Hispanics in the US: Building a Social Policy Agenda (Social Work).

An important re-design of the Introduction to Network Systems course took place in 2008. Senior Research Scientist Martin Wolske transformed the class to incorporate extensive field-time in East St. Louis and locally, where students helped community partners learn how to set up computer labs in small nonprofit organizations. This has consistently been one of our most popular courses, and in the past year led to the creation of a new Community Informatics Studio course. Wolske explains:

As we explored equipping programs, it became apparent that the technology was only a small part of the broader skills, concepts and methods that were needed to fully equip a program. Considerations such as when technologies were not appropriate also came into play. ... This led to further explorations regarding location of computers within a physical space and a growing awareness that in at least some instances the concept of a computer lab was not appropriate for equipping a site, but instead computers located where work was being done (for instance in break out rooms used for mentoring) and also the greater use of mobile computing was important.

These ideas were incorporated into the first LIS490ST Community Informatics Studio that looked at design issues. From that project, the redesign of the Mary Brown Center (documented at <http://pcc.metroeastdigital.org/blog/?p=41>) was a direct product that took into account many of these principles and owes in part its look and feel to the ideas that begun through CI research. These concepts also served as an initial starting point for my design of a new mobile desk for desktop computers (documented at <http://www.prairienet.org/techforum/2010/08/building-a-rolling-computer-desk/>).

Our intention has been to expand our audience's knowledge of the role that libraries, museums, and archives can play in CI and how we can develop strong university/community partnerships. In order to build interest in this endeavor, within GSLIS, on the UI campus, and more widely, we organized and/or co-sponsored workshops on GIS, community technology, and Information Technology and the Black Experience; we displayed posters about local community engagement projects (at the University YMCA);

we had a lunch roundtable at iSchools (national conference); and we hosted lectures and brown bag presentations. IMLS-funded graduate assistantships, coursework, and student practica were also crucial in building an intellectual community engaged in research and teaching.

Dean John Unsworth provided anecdotal evidence of the impact our grant has had on raising the profile of community informatics and presenting GSLIS as a leader in that field. In 2010, he said that in his travels around the state, country, and globe, he now encounters a significant number of prospective students who specifically note the CI program as their reason for applying to GSLIS.

Some verbatim reflections from IMLS-supported CI students speak to our accomplishments in building an intellectually challenging program that crosses university and community boundaries:

From a community building and action research perspective, this semester was invaluable. I continued to visit the community, attend meetings and build relationships in Paseo Boricua. I realized that being a librarian means so much more than providing information literacy instruction and resources. Just being in the community is an important part of my work. At last Tuesday's Albizu Campos graduation, I said good-bye and good luck to over a dozen students that I have worked with. I really felt a part of the school at the graduation. Not because of my accomplishments in the community, but because of the relationships and connections that I made with the community. —Michelle Torrise, Fellow

The IMLS grant continues to support my Community Informatics interests and growth. Development of the obesity health information exhibit this semester allowed me to foresee an opportunity for greater knowledge and skill development of deeper transferability and greater application of my teaching and project development skills. I've sharpened my ability to see how several different library information components work together to provide health information to a community. I have gained a greater understanding of learning outcomes in new ways and discovered that I needed to develop more "instructional depth" in my projects, teaching and in learning. This has equipped me to share, contribute and develop more information-based programs based on community needs to build a better society. —Emily Brown, Fellow

Regarding my class project of cataloging the library of a Chicago church, I believe the background my community informatics courses provided helped me take on the project with an approach I felt was much more likely to succeed, starting slowly with surveys and conversations before working on some basic organization. I didn't try to approach the project through traditional library mechanisms because I'd seen clearly how a less structured, more service-oriented approach works well in less formal community libraries. Preparing a presentation for the Community as Intellectual Space conference has helped me see how much I've learned over the last year and how quickly I've been able to apply these principles to my life, both in my community and in my workplace. This summer I am taking a public services class and a Web Design for Organizations class and I know I'll be using the framework I gained through the community informatics classes to interpret the things I learn. —Emily Barney, Fellow

I finished working with Squeak (computer programming tool for kids) and the children at the Puerto Rican Cultural Center childcare this week. I really enjoyed this aspect and will miss the kids.

I am still working with Xochitl and Vero on the Saturday children's literacy workshops in Paseo Boricua. We had the first of seven last Saturday and it went very well. We had a woman from El Valor speak about the importance and methods of reading to children. Ten families attended and participants received a DVD and information packet. I will continue to help out and attend the sessions as a volunteer.

I will be in contact with Alejandro to schedule some time for me to access the library to finish cataloging the donated children's books next week. —Nick Curotto, Graduate Assistant.

During her GSLIS studies, IMLS-funded GA Michelle Torrise worked at Dr. Pedro Albizu Campos High School, where she assisted in the development of an integrated urban agriculture and social ecology high school curriculum. (See Appendix II.) Torrise reported:

The UIUC Community Informatics [program] in Paseo Boricua connects theory to practice, providing the community with access to knowledge, expertise, and resources that support a developing vision of critical education. What has made this experience especially significant is that we are expanding community informatics research and practice to other fields that include, but are not limited to, social ecology, environmental science, and urban agriculture. Furthermore, we are learning from the community how to frame communication and information systems within interdisciplinary contexts, providing [us] with valuable insight into how communities mobilize assets across multiple organizations to bring about sustainable change.

Daylily Alvarez and Edward Remus describe the intertwining of their community learning and teaching on Paseo Boricua (<http://prcc-chgo.org/2010/04/walking-tour-of-paseo-boricua/>):

As graduate student research assistants working with the Puerto Rican Cultural Center's (PRCC) library this spring, we took a break from research, cataloging, and multimedia instruction to participate in the annual Community Tour of Paseo Boricua on Wednesday, March 3rd, 2010. During the tour's introduction at the Batey Urbano (a youth space for artistic expression and responsible living), Dr. Jose E. Lopez, Director of the PRCC, emphasized the need to see Paseo Boricua holistically as an organic ecosystem. Viewed through this collective consciousness, social problems should be solved with collective efforts aimed at the community's self-reliance and self-actualization—not treated as isolated incidents for which already-victimized individuals are blamed and criminalized. [...] The tour continued to the Andrés Figueroa Cordero Library and Community Learning Center, a place which anchors the PRCC's identity in historical struggles against oppressions while reaching into the future by infusing technology with the P[edro] A[lbizu] C[ampos] H[igh] S[chool] curriculum. [...] As we spoke with other tour-goers and listened to their reactions, we were excited to hear that many of the young people in attendance were inspired to learn more— and even to take action in their own communities. Amidst a nationwide lack of community self-determination and a citywide embrace of gentrification as a “solution” to urban social problems, the humane vision and wide-ranging accomplishments of the Puerto Rican Cultural Center are truly startling to most newcomers. This made us all the more proud to be part of the Paseo Boricua community, Daylily as a resident and both of us as agents of change with the PRCC.

GSLIS student Mariella Colon grew up visiting the Humboldt Park Library, which serves the Paseo Boricua neighborhood, every week with her father. As one of the earliest students in the CI Corps, Colon is able to give back to her community. Through the program, she worked with the library's branch manager to create an information and referral online database to help librarians access information for patrons faster. "The CIC program is the defining factor that had me choose GSLIS. As a result of the program, I want to be a community librarian that helps bridge the gap between the public library and the community it serves," said Colon.

Migdalia Jimenez, another of the pioneering students in the CI Corps, also reports on the importance of the CIC approach:

I've always been passionate about literacy and social justice. I also have always loved libraries. I just didn't know that those seemingly disparate interests could be joined. Growing up in inner-city Chicago as a child of immigrants, I spent most of my time at my neighborhood public library. Although my mother only made it to 6th grade in her native land of Mexico she imbued us with a love for books. Reading opened up so many possibilities in my life because it provides access to information. For me it has meant the end of ignorance and the beginning of independent thinking.

Jeanie Austin is a GSLIS student who now coordinates the ELSEY juvenile detention center project (description on page 7 and below) along with fellow student Joe Coyle and Assistant Dean Rae-Anne Montague. Austin had this to say about the CI curriculum and values:

Joe [Coyle] has worked diligently to network with core courses and with GSLIS students to raise awareness of the juvenile detention center library project. While we are doing this in order to help sustain the juvenile detention center library, Joe and I have both taken community informatics courses, and, we, with Rae [Montague], recognize that the lessons learned in community informatics would benefit all librarians (rather than only those interested in participating in community outreach or activism). Through curriculum development, we are providing future librarians with opportunities to examine traditional library practice and to gain skills consistent with the American Library Association's diversity initiatives.

The independent work of the student-led CI Club, which arose from our weekly project meetings with students, also exemplifies the extent to which students have embraced the role of LIS in community informatics. The CI Club is continuing to attract students, with 134 people on its listserv. Its members regularly contribute to community outreach and teach new students about CI. The IMLS-funded GAs and Fellows were instrumental in helping the CI Club win a TIS Bookstore Outstanding Organization Award (\$2,500 from a local business) as part of the 2010 University of Illinois Urbana-Champaign Student Leadership Awards. With the award, the club members purchased multimedia equipment to be used in training and other activities based in the community.

The CI graduates participating in ELSEY have been especially active, writing grants and meeting with local public and school librarians, juvenile detention center staff, and youth leaders in the community (Peer Ambassadors). In December 2010, they received a grant of books and cash from the Great Stories Club of the American Library Association (ALA). In June 2011, the ELSEY poster "Turn the page: Library services for incarcerated youth," won first place and a \$200 prize at the ALA 2011 Diversity and Outreach Fair, New Orleans, LA.

eBlackCU.net, a project of grant-supported CI student Noah Lenstra under the guidance of CI faculty member Abdul Alkalimat, continues to gain momentum. eBlackCU hosted a two-day community-university symposium Nov. 5-6, 2010, funded by a UI (internal) public engagement grant. IMLS CIC students and staff were involved either as part of their coursework or as volunteers. 185 people were in attendance throughout the first day; the second day had 120 in attendance; 59 people attended both days. The first day was held on campus; the second day at the Douglass Annex of the Champaign Park District. In 2011, several more community technology events have been held. This is another instance of the IMLS grant goals being served and expanded upon through student initiative and leadership.

Seventeen CI students have won GSLIS awards upon graduating for their contributions, all of which strongly reflect the values our program tries to impart: Jeanie Austin (Social Justice Award), Moustafa

Mahmoud Ayad (C. Berger Group Entrepreneurial Promise Award), Emily Barney (Faculty Special Award of Merit), Joe Coyle (Social Justice Award), Adam Kehoe (Information Systems/Technologies Award), Beth Larkee (Peggy Harris Volunteerism Award), Noah Lenstra (Social Justice Award), Kristin LoDolce (Herbert Goldhor Award for Public Librarianship), Laura Lowe (Herbert Goldhor Award for Public Librarianship), Muzhgan Nazarova (Peggy Harris Volunteerism Award), Jake Odland (Information Systems/Technologies Award), Sarah Okner (Edith Camp Award), Susan Rodgers (Peggy Harris Volunteerism Award), Maggie Taylor (Edith Camp Award), Michelle Torrise (Social Justice Award), John Vincler (Joseph Rediger Librarian as Humanist Award), and Noelle S. Williams (Herbert Goldhor Award for Public Librarianship).

Other students funded by the IMLS CIC grant have been recognized for their work: Daylily Alvarez received an Illinois Library and Information Science Training grant in 2009; Safiya Noble was an Aspen Institute conference scholar in 2010; Elaine Hicks received the Medical Library Association award in 2009, and the Public Health/Health Administration section travel award in 2010. The following IMLS-supported students were also ALA Spectrum Scholars: Sarah Okner (2007-08); Roy Saldaña, Jr. (2008-09); and Aisha Haykal in 2009-10.

We have also worked to increase faculty participation in CI and to ensure that our community partners' campus affiliations and community-building efforts can continue beyond the life of this grant. In 2010-11, three CI community impact proposals received funding from UI's Public Engagement Office (total amount: \$38,500)

- "Building Youth to Transcend and Examine Social Trends (BYTES)" is a collaborative project designed to strengthen ties between Youth Community Informatics and TAP In Leadership Academy.
- eBlackChampaign-Urbana: Using Spiders to Build Webs of Digital Memory will comprehensively digitize African American history in Champaign-Urbana through partnerships with local libraries, archives, museums, and community groups. (This effort was also funded in 2009-10.)
- "Equipping Citizen Journalists: Establishing Community Newsrooms in North Champaign and East St. Louis" will encourage citizen journalism through the creation of community newsrooms in North Champaign and East St. Louis, with Martin Wolske and Brant Houston (Journalism) as PIs.

In 2009-10, PI Ann Bishop received UI public engagement funding for a sustainability study of the program she founded, Student Opportunities for After-School Resources (SOAR), in which over 100 tutors from across campus volunteer in local public schools each semester. SOAR also won UI's 2010-11 Campus Award for Excellence in Public Engagement in both the student and team categories. CI Corps graduate assistant Elaine Hicks, as part of a group with GSLIS Dean John Unsworth as the PI, received an internal public engagement grant in that year for a Community Health Informatics project to update the local health district's online health database.

Community partners have also recognized our contributions. SOAR garnered the outstanding community organization award from the Latino Partnership of Champaign County. The GSLIS CI program was awarded the “most valuable community partner” award at 2008 Pedro Albizu Campos High School graduation ceremony in Chicago (Paseo Boricua), where several CI fellows held internships. In 2010, Martin Wolske and his students received a Service Award from the Champaign Park District Board of Commissioners for their work in outfitting and installing computer labs at two Champaign Park District facilities: the Douglass Annex and the Hays Recreation Center.

Unexpected obstacles and lessons learned.

We encountered serious and legitimate concerns among students regarding professional opportunities in community informatics once they graduate. Particularly as the MLIS is a professional degree, it is difficult for many students to see the relevance of CI to their objectives. We saw evidence of this in the student survey that we sent out in 2007, which indicated that students were familiar with the CI program but not with how it might align with their goals (n=169).

Graduate Assistant Kristin LoDolce addressed these concerns succinctly in her semester report:

As an IMLS CI graduate assistant, I helped to promote events such as the CII Speaker Series, wrote news stories about CI activities and research, helped develop CI marketing pieces and assisted with research for developing a community informatics curriculum at Illinois.

The only difficulty that I have run into in my work has been finding a way develop marketing pieces that represent the wide range of the CI research and teaching activities that are taking place at University of Illinois. While it is important to get the word out about these activities, it can be difficult to explain how they all fit together to make up what CI does and define community informatics at the same time.

My role as a graduate assistant has really enhanced my understanding of the field of community informatics. I have become more familiar with the kind of research that is happening right now and also with the literature and theory that define the field. I also feel very lucky to be part of a teaching and research center that is a leader in community informatics.

I have heard a lot of students say they have an interest in community informatics, but may not pursue the coursework because they can't see how it fits in with their career goals or don't know how to articulate the value of it to a future employer. In a program that can take as little as three semesters to complete, CI courses are in tight competition with other courses for students' attention.

Although hardly unexpected when engaging in community-based initiatives, our community partnerships presented several challenges and, as always, valuable lessons. For example, we supervised a mature GSLIS master's student in a practicum at a nursing home in a different county. We thought that the staff there was willing to enable this student to help its residents learn computer skills, but we were mistaken. Her reflection was a thoughtful response to a difficult placement:

I think this is a great example of what happens when technology is put somewhere rather than growing out of an organic need. There is very little buy-in from the nursing staff, which is terrible because their residents are interested. Unfortunately, I am being thwarted at almost every turn from the staff who are certain the residents can't and don't want to do it.

In addition to perhaps illustrating the career disconnect from the employer side, the breakdown in communication that this placement represented served as an important cautionary tale for future collaborations. In part, this particular case was the result of relying on a relationship that had been established by a staff member who had since moved on. Buy-in regarding the value of a community informatics program for their residents was therefore no longer in place. One must never take for granted that a community-university relationship is unbreakable once established; such relationships must be constantly attended to and re-evaluated. The experience contributed to our growing understanding of the critical issues that confront inter-institutional partnerships in CI.

We faced significant challenges and learned a great deal in our efforts to recruit students. Early on, our investigations led us to believe that internal undergraduate-level recruiting efforts might yield better results in terms of reaching underserved students than relying primarily on a national recruiting campaign. However, further work by one of our IMLS-funded graduate assistants, Nick Curotto, revealed that most student organizations are too small to merit the time to connect with them and too focused on their present undergraduate experiences. Curotto recommended instead that we focus on non-professionals working in public, university and or other library settings, a tactic that we feel may be generally applicable to LIS programs looking to increase their recruitment of underrepresented groups. Thus we contacted Reaching Forward, an ALA affiliate for library support staff, with our program information.

In seeking specifically to recruit prospective students from the Paseo Boricua community, we learned that this was also a very small pool. Most high school students there do not go on to four-year colleges. Few of those who have obtained undergraduate degrees are planning to go on to graduate school. And of those people, LIS is usually far from their minds. Consulting with educational leaders on Paseo, we conclude that we would need a longer-term program that put in place a “pipeline” to LIS that starts in high school, provides an engaging curriculum and local role models, financial support, flexible learning options, and more visible job opportunities at the end of the tunnel. Furthermore, admission for the underserved to GSLIS, as a top-ranked school nationally, is hampered by the large number of applicants with top grades from top schools who already have an affinity for, and often experience with, libraries, science, and technology, most of whom do not represent underserved groups. If admissions criteria at elite LIS programs focus on GPA, standardized test scores, quality of previously attended educational institutions, and past experience, underrepresented groups will continue to face extremely high hurdles for admission.

We have also learned that flexibility in the disbursement of fellowship funds is crucial to project success. For example, it did not initially occur to us that providing small scholarships to allow prospective CI students to take one CI course on a community credit basis before they even apply to GSLIS would be important in removing the barrier of the unknown that faces many people who might not have considered attending grad school before, or who are not sure they have interest, skills, or time to attend graduate school. Offering incentives and support for part-time studies was key in our efforts to attract individuals who oftentimes were also balancing day jobs and families. It was such a help to have the IMLS CIC resources available to support underrepresented students interested in community informatics

so that they could try out some courses tuition-free as community credit students prior to or during their preparation of graduate school applications.

Thus, we learned that it is very important to work closely with the Admissions Committee of GSLIS in recruiting underrepresented students. It can be counter-productive to encourage these students to apply if they are going to get turned down. We therefore increased our interactions with the admissions committee and the advising staff of GSLIS to avoid such an outcome. In addition, we needed to integrate our efforts more fully with all the relevant GSLIS staff. GSLIS as a whole shares our goal of increased recruiting and retention of underserved students. New actions that we have introduced, like documenting the number of minority students who apply, are accepted, and graduate, or reviewing the GSLIS website with an eye to its appeal for underserved students, need to be sustained by GSLIS as regular practice.

We also learned that recruiting requires mobilization, not just awareness. We needed to do a better job of going out, meeting and getting to know, and interacting with, pools of prospective students on a regular basis. We learned from our online survey and discussion with students that our current published information about the CI master's program was not very effective. This led to our re-writing our promotional material. The Community Informatics program is interdisciplinary and requires multiple routes of access to information about its courses, projects and events. The redesigned website provided a variety of users accessible information, but required constant tweaking in response to their feedback. The Community Informatics Initiative website now has been archived and the relevant information is being integrated into the GSLIS website. We feel this is a critical step in "mainstreaming" CI and the underrepresented student groups to whom it appeals.

It was also difficult to effectively involve LEEP (distant) learners in CI program activities. Our efforts to use Skype and Elluminate for meetings were often frustrating due to dropped or poor connections. In 2010, we initiated a Chicago-area group of CI alumni through Facebook. That virtual presence needs nurturing and updating, which is difficult to sustain, so we are also working with GSLIS Alumni Relations to better connect with these former students. On the other hand, our experiences with teaching CI courses, such as Community Engagement and Inquiry-Based Learning via LEEP have proven that students can succeed by working with their own local communities on class assignments, while faculty can adequately support such work-at-a-distance. Given the complex issues with building relationships between university and community organizations, however, we have altered class assignments so that students do not enter their communities at levels for which they are unprepared and for which they lack institutional support.

We have also been somewhat surprised to learn that it has been easier to attract participation in CI from students and faculty *outside of* our own school and discipline, such as Media, Education, Social Work, Community Psychology, Spanish, Latino Studies, and Urban and Regional Planning. We surmise that there may be several reasons for this. Where LIS students learn of the importance of "neutrality," other disciplines are more comfortable with the direct action and change elements inherent in our view of community informatics. Other schools on our UI campus have a higher proportion of underserved groups in their student population already, meaning that more students are likely to be both

comfortable in and committed to improving the circumstances surrounding others who share their life experiences. Finally, the idiosyncratic institutional barriers of individual schools and departments may play a role. For example, in GSLIS we found that students in the school media program were deterred from participating in SOAR because their classes tended to fall in time blocks that overlapped with the after school program. They also were required to find student-teaching placements in schools with professional library staff, which ruled out exactly those schools in low-income areas that we hope to serve.

One of the CI program's stated objectives has been to pursue collaborations with other LIS schools interested in community informatics. Implicit in this is the notion that LIS schools have a unique stake in community informatics—maybe even one that is superior to that of other disciplines. However, as the analysis above recognizes, this can hardly be the case if the goal of community informatics is to help foster community capacity. Rather than thinking in purely LIS terms, a more helpful direction might have been to focus even more on developing relationships with faculty and students in various complementary disciplines depending on the issues raised by community partners. Although such relationships certainly have occurred, it's possible that more could have been done if this objective had been clearly recognized as a priority from the start.

The question of interdisciplinarity extends further, however, to fundamental definitional questions. We saw these playing out within GSLIS itself. The term “informatics” is used so loosely as to essentially become a homonym for vastly different fields. Some consider informatics to pertain purely to data organization, management, and discovery, whereas others in the community informatics field appear to use “informatics” as a shorthand for almost any use of digital technologies as a tool for community development—with a particular focus on exploiting innovative web tools as a means of community engagement. While the first definition presents opportunities for a variety of fairly traditional research activities, the latter definition can tend toward socially-motivated, practical activities that are difficult to frame and assess using standard research models. This presents a challenge for researchers trying to publish findings, gain a scholarly reputation, and for educators trying to develop a rigorous academic program for graduate and doctoral students.

In 2008, under Bishop's leadership as Chair of the Campus Civic Commitment Task Force, UIUC applied for and received the voluntary Carnegie community engagement designation, which recognizes “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”¹ The university's Public Engagement office has a mandate to support university initiatives that extend beyond campus limits. However, fundamentally, the philosophy of higher education stresses student learning and faculty research objectives. While on the surface this is an obvious and sensible mission for academic institutions to adhere to, these objectives

¹ Driscoll, A. (2008). “Carnegie's Community Engagement classification: Intentions and insights.” In *Change*, Carnegie Foundation for the Advancement of Teaching, Jan/Feb 2008: p. 39.

come with certain moral ambiguities about a university's role and responsibility to its geographic community.

This moral ambiguity plays out at the institutional level, but also at the level of individual students and faculty. We see this in the conflicting interests of different researchers, students, and university administrators. In the case of community informatics, some projects aimed to support community capacity by building information resources and sharing skills in an equitable exchange of knowledge with non-university enrolled/affiliated community members. However, in many cases these projects use community-based, participatory theories and methods that are the bread and butter of other disciplines but still anathema to the installed base of LIS. They may also not always meet the specific learning needs of students in a way that jibes with professional understandings of potential employers in libraries, schools, and museums, who themselves represent another big slice of the installed base of knowledge and participants in LIS.

Perhaps more significantly, community informatics may encourage communities to prioritize digital initiatives and accept technological resolutions to community issues—and it is not clear that such solutions are always in the best interests of these communities in either the short or long term. It is the nature of our specialized world that many in the information technology and policy fields tend to accept an essentially techno-determinist ideology. We learned on Paseo, however, that many youth-activists viewed technology as one more commercially-driven, racist, mainstream force that was destroying cultural assets and everything else that they truly valued in their own community. While some may genuinely believe that overcoming digital divides will be an important part of the big-picture solution to society's problems, this perspective may come at the cost of other community priorities such as food security or public health. This has been an issue not only with community informatics partnerships but also across the breadth of university-community collaborations. When funding for community development is shepherded by university stakeholders beholden to particular disciplinary vantage points, whose priorities and agendas are determining how that money is used? These are questions that universities and their funders will need to grapple with as we forge ahead in these economically challenging times.

Learning outcomes.

While our grant was aimed primarily at institutional capacity-building, many individuals gained knowledge and skills and attained initial career goals. For instance, GA Noelle Williams, under the tutelage of the previous GA, Susan Rodgers, learned Dreamweaver and became the project webmaster. Fellow Meadow Jones worked with GSLIS staff to expand programming at the children's museum where she worked, increasing her project management skills and learning about outcome-based program evaluation. Many CI students participated in workshops on digital storytelling, learning and then teaching the skills.

The quotes from CI students above also speak to the effect of the program in altering the worldview of some learners and teachers. Co-PI Chip Bruce notes: "There is no neat conclusion to this process, no simple formula for replication. We have encountered many challenges in working across the divides of geography, language, institutions, and perhaps most importantly, the mundane realities of everyone's

over-scheduled lives. Nevertheless, nearly everyone involved would find it difficult to go back to a curriculum in which the parts are dismembered [...]"²

We are pleased by the strong career paths of our students, some of whom include:

Nicolas Curotto is full-time as Technical Services Librarian for the Virginia Museum of Fine Arts in Richmond and a part-time Reference Librarian at a nearby community college.

Victor Benitez recently worked for the Professional Development Program for Teachers at the Newberry Library, serving over 1,200 Chicago-area teachers annually in seminar-style content-based professional development programs.

Patrick Berry, who worked extensively with our community partners in Paseo Boricua, defended his dissertation, "Beyond hope: Rhetorics of mobility, possibility, and literacy," in the spring of 2011. He is now a newly minted Assistant Professor of Writing and Rhetoric at Syracuse University.

Sorrel Goodwin is the Registrar at the Alaska State Museums in Juneau.

Aaisha Haykal has a HistoryMakers fellowship for 2011-12. Upon receipt of this fellowship, Ms. Haykal noted, "Archivists cannot just wait for organizations to come to us for help, but we have to go to the community. It is especially important to reach out and be more accessible to those who do not come to the archive."

Elaine Hicks is Education Librarian at the Rudolph Matas Library of the Health Sciences at Tulane University in New Orleans.

Suzanne Im accepted a fellowship position at UC Santa Barbara Davidson Library. The program provides the recent graduate an opportunity to work in a culturally diverse environment, to gain experience in at least two areas or departments. Ms. Im wrote: "I will be working in reference and instruction initially, then I will have the chance to dabble in other areas. I plan to explore the California Ethnic and Multicultural Archives and spatial and numeric data (GIS, etc), among other things."

Sunny Jeong, Visiting Assistant Professor of Business Administration, University of Illinois, Urbana-Champaign. Her research focuses on social network analysis of supportive social entrepreneurs' informal networks. Social entrepreneurs often mobilize their social networks more effectively than public entities or companies.

Meadow Jones, formerly the education director of Champaign's Orpheum Children's Science Museum, is now director of the School for Designing a Society, an alternative education project in Urbana, IL.

²Bruce, B. C. (2008). *International journal of progressive education*, 4(2), n.p.
<http://www.inased.org/v4n2/bruce.html>

Syed Karim is Director of Strategy and Product Development for Chicago Public Media. His responsibilities include overseeing the design and development of the organization's digital properties, exploring new revenue-generating opportunities, and forging strategic relationships.

Mariella Colon is a Librarian in the Chicago Public Library.

Kristin LoDolce is the Outreach Librarian, Tippecanoe County Library, Lafayette, Indiana

Amita Lonial is the Adult Services Program Coordinator at Skokie Public Library and also recently joined the Outreach and Promotions Board of the Library Administrators Conference of Northern Illinois (LACONI).

Anita Mechler is Assistant Librarian at [Union League Club of Chicago](#) and Electronic Resources Instructor at the [Chicago Public Library](#)

Safiya Noble, funded in 2008-09 first as a CIC graduate assistant and then as a fellow, is now an Information in Society fellow in the GSLIS doctoral program. In 2010 she was an invited guest scholar at the Aspen Institute Conference on Communications to contribute to the discussion, "Rewriting Broadband Regulation: An International Perspective," and has presented numerous papers related to her research interests in critical race theory and community informatics, including a paper, "Prioritizing African-American Knowledge in Human Computer Interaction Theories: A Critical Perspective," presented at the 2010 ICTs-and-Society Network Meeting.

Kristin Palmer is Technical Services Librarian at Palatine Public Library in Illinois.

Marcela Peres is Library Director at the Tampa campus of Southwest Florida College. Of her institution, she wrote: "It's a small library, serving a student body of a few hundred, but it's allowed me to get a lot of experience with the different functions of libraries while working with a very community-based student body. The students here are all commuters, and the college assists both its Associates and Bachelors graduates with job placement in the community."

Edward Remus graduated in 2010. He works as substitute Reference Librarian for the Oak Lawn Public Library and as a CyberNavigator at the Edgewater Branch of the Chicago Public Library.

Susan Rodgers is a reference librarian in the San Mateo, CA, public library.

Michelle Torrise is a library media specialist at Westmont High School near Chicago.

John Vincler, who coordinated a Newberry Library exhibit on Puerto Rican history curated by students from the Dr. Pedro Albizu Campos High School (PACHS) in Chicago's Humboldt Park/Paseo Boricua, graduated in 2008. He recently accepted a Rare Book Research Librarian position at the University of North Carolina at Chapel Hill.

Project impact.

Of the 45 students whom we supported with IMLS funding (on two grants), almost all graduated with MLIS degrees. Three who did not are going part-time and have not been able to accrue sufficient credits to graduate within the grant period. Six students are currently working toward doctorates; two graduated with PhDs during the grant period. (One person is just shy of finishing the MLIS, but is employed.) These trained professionals are now in positions across the country and in Canada, expanding the reach and breadth of community informatics within museums, libraries and institutions of higher education.

The community informatics program itself has now been quite effectively integrated into the GSLIS curriculum, with CI modules inserted into introductory courses and a rich complement of courses on offer, as noted. Furthermore, cross-campus connections continue to grow, especially with citizen journalism via the collaborative teaching and research of Senior Research Scientist Martin Wolske and Brant Houston, the John S. and James L. Knight Foundation Chair in Investigative and Enterprise Reporting. Prof. Houston holds a zero-time appointment in GSLIS.

In terms of work in the community, the Urbana Free Library Tech Volunteers is still a major activity of the CI Club and has a strong cohort of participants for the foreseeable future. eBlackCU.net is also ongoing, with Noah Lenstra now in the PhD program at GSLIS. The SOAR after school program has been institutionalized in the UI College of Education and continues to support hundreds of UI students each year who want to gain experience with children in educational settings in low-income communities.

While it is difficult to credit only the IMLS CIC grant with improved enrollment statistics of underrepresented minority students, we are pleased to report that we had a three percent increase between 2007 and 2010, from 9% of the total student enrollment to 12% of the total. That percentage has held in 2011. By comparison, the overall graduate enrollment in 2009 at the university was 7.24% in a state that has a minority population of 30.4%.³ Our goal is to continue to improve these numbers, because while this increase is good, we can and must do better. As two recent reports have noted about the University of Illinois in particular: "In order to have sustained success, strategic diversity planning and implementation should touch the entire campus."⁴

What's next.

In May 2011 GSLIS began with increased intention what will be an ongoing discussion within the School about issues of racialization, class privilege, and other social challenges that need continual work in

³Hamer, J. and V. H. Perez, *Elusive Equity: Graduate Education at Illinois' Flagship University* (Urbana: University of Illinois, 2010), p. 1.

⁴Wade-Golden, K. and J. Matlock, "Working through the Challenge: Critical Lessons Learned for Building and Sustaining a Robust Institutional Diversity Culture," *Implementing Diversity: Contemporary Challenges and Best Practices at Predominantly White Universities*, Helen A. Neville, Margaret Browne Hunt, and Jorge Chapa, eds. (Urbana: University of Illinois, 2010), p. 6.

order to foster a climate of inclusion and excellence. The lessons that the CI program has learned during the grant period have been important contributions to this conversation.

IMLS CIC Fellow Inka Alasade wrote of her experiences that inform the current curricular explorations by GSLIS faculty:

I decided to pursue my MSLIS because I wanted to approach social change from a public sphere perspective and my classes have provided insights around the program history and possibilities in the library and information community. When I began the program I felt that there was a very loose definition of community informatics and its various components.... I feel that CI has provided me with a better approach to providing information. Through my CI work, I have begun to identify the ways that each component of library and information science can adopt the goals of community informatics in order to provide information in a more just and equal way.

Through an emphasis on community inquiry--active learning and knowledge sharing, and civic engagement--I have been challenged to explore the myriad ways informatics can be used to promote greater participation in democratic processes and to open myself to the possibilities of ICTs as transformative instruments in progressive struggle.... I would like to see a more international approach to CI in our program and a reading list that would include works by critical race, feminist and third world liberation theorists. The program needs more attention to a critical investigation of historically dominant discourses of power and its impact on the current social milieu. This addition would only complement CI's emphasis on social justice for excluded communities.

In June 2011 we received welcome news that IMLS has funded our project called "Mix IT Up! Youth Advocacy Librarianship." Beginning in August 2011, GSLIS, along with five community partners, will recruit and educate 10 master's degree fellows from underrepresented groups in a dual youth services and community informatics certificate program. This program, which will involve concentrated experiential learning, emphasizing outreach and youth advocacy, will work closely with underserved local youth on multiple literacies. The scholarship recipients will engage with community partners as part of the Youth Advocacy Alliance. The term of this grant is through summer 2014.

The CI program is also deeply involved in the federal broadband rollout, locally and nationally. High-speed internet access by marginalized communities offers rich opportunities for digital production, job creation and education. Faculty, staff and students at GSLIS are working with area anchor institutions to make sure that access is efficient, effective, and inclusive. Ongoing evaluation will provide feedback as the fiber-optic networks are installed and connected.

PI Bishop will retire from GSLIS in May 2012. She currently resides in Seattle, where she has joined Prof. Karen Fisher's research group at the University of Washington as an informal, volunteer collaborator. Currently, the two are working together on projects that bring together CI and everyday information behavior, especially as experienced by marginalized groups in society. Bishop plans to continue teaching CI courses at UI GSLIS as an adjunct LEEP instructor.

GRANT PRODUCTS

This report is supplemented by 3 appendices:

Appendix I – Bibliography of CIC-related research publications, Internship Guide, Recruitment Guide, and the newsletters produced from 2008-10.

Appendix II – Representative CIC work on Paseo Boricua, Chicago, with the Puerto Rican Cultural Center

Appendix III – CIC curriculum materials and Community Informatics Certificate information

PART 2. QUANTITATIVE SECTION

Institution Name: Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign

Grant #: RE-05-07-0015-07

A. SITE SPECIFIC PROJECT ACTIVITY: **Data are for entire project**

1. 5811 Total # of collection items conserved, relocated to protective storage, rehoused, or for which other preservation-appropriate physical action was taken.
2. 5711 Total # of collection items digitized, scanned, reformatted, or for which other electronic or digital preservation action was taken.
3. 7523 Total # of collection items with new or enhanced accessibility (include items that were cataloged or for which finding aids or other records were created or computerized) [includes 7523 items made accessible to users other than grantee staff for the first time, items with new or enhanced access for staff only].
4. 16 Total # of lectures, symposia, demonstrations, exhibits, readings, performances, concerts, broadcasts, Webcasts, workshops, multi-media packages, or other learning opportunities provided for the public (do not include PSAs or other promotional activities) [includes n/a out-of-school or after-school programs, 2 exhibits].
5. 3 Total # of tools created, improved, or produced for searching, information management, or information analysis by users other than or in addition to grantee staff.
6. 100 Total # of conferences, programs, workshops, training sessions, institutes, classes, courses, or other structured educational events provided.
7. 45 Total # of internships, apprenticeships, mentoring opportunities, or other extended educational opportunities provided.

8. 32 Total # of degrees/certificates earned as a result of the grant [includes 30 Master's, 2; 4 in progress Ph.D. degrees, _____ other (specify): 22 certificates in CI/2 certificates of advanced study (CAS) in process _____].

9. _____ Total # technology upgrades or improvements (specify): _____.

10. If your grant engaged in other activities not covered by the categories above, please briefly identify and quantify them here. Attach another sheet if necessary

B. PORTABLE PROJECTS (relating to activity in section A)

11. 27 Total # of research reports, papers, books, reprints, or other publications generated.

12. 2 Total # of Web sites developed or improved [include URLs]

www.cii.illinois.edu; www.prairienet.org

13. 16 Total # of learning resources produced [includes _____ oral histories, 16 curriculum resources, _____ curriculums, _____ Web-based learning tools, or _____ other (specify)]

14. 3 Total # of key management documents created [includes emergency plans, conservation surveys, strategic plans, other]

15. If your grant created one or more quantifiable products not covered by the categories above, please briefly identify and quantify them here.

PARTICIPANTS/VISITORS/USERS/AUDIENCE (relating to section A)

16. 30 Total # of community organization partners [includes 29 informal partners, 1 formal partner]

17. 2 Total # of schools (pre-K through grade 12) that used services provided by your grant [includes _____ students participating in field trips]

18. 16 Total # of teachers supported, trained or otherwise provided with resources to strengthen classroom teaching or learning.

19. 120 Total # of pre-K through grade-12 students served

20. 90 Total # of viewers and listeners for radio, television, and cable "People watching with a purpose: Meeting needs before they need it." 1hr 30 min. on Feb. 8, 2008. Produced as part of the Soaring to Excellence series of the College of Dupage.

21. _400__ Total number of users of Web-based resources provided by your grant (include all individuals the project served). Choose the measure that best represents your use rate (choose only one): __visits (hits), __unique visitors, __X__ registered users, __other measure (specify)

22. _925__ Total # of individuals benefiting from your grant (include all those from 18-21 plus others the project served, including staff and others in your field.) Only include those who actually participated or used your project services in some way.

23. This number includes: _75__professionals, _800__non-professionals or pre-professionals, __docents or interpreters, __40__volunteers, __10__staff that received services provided by your grant.

CIC-RELATED PUBLICATIONS AND PRESENTATIONS

[Reports](#) | [Publications](#) | [Presentations](#) | [Posters](#) | [Public Engagement Events](#) | [Dissertations](#)

Reports

IMLS interim grant reports can be found on the [Community Informatics Initiative website](#).

Conference papers, journal articles, book chapters

Bishop, A.P., et al. (2009). Community inquiry and service learning. In L. Roy (ed.) *Service-Learning in LIS*. Chicago: ALA Press.

Bruce, B. C. (2008, June). Coffee cups, frogs, and lived experience. *International Journal of Progressive Education*, 4(2), 22-39.

Bruce, B. C. (2008). From Hull House to Paseo Boricua: The theory and practice of community inquiry. In B. Dicher (ed.), *Philosophy of pragmatism: Salient inquiries*. Cluj-Napoca, Romania: Babes-Bolyai University.

Bruce, B. C., & Casey, L. (in press). The practice of inquiry: A pedagogical 'sweet spot' for digital literacy? Submitted for publication.

Bruce, B. C., & Bishop, A. P. (2008). New literacies and community inquiry. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu, (eds.), *The handbook of research in new literacies* (pp. 699-742). New York: Routledge.

Casey, L., & Bruce, B. C. (2011). The practice profile of inquiry: Connecting digital literacy and pedagogy. *E-Learning and Digital Media*, 8(1), 76-85.

D'Arcy, C. J.; Eastburn, D. M.; & Bruce, B. C. (2009, Winter). How media ecologies can address diverse student needs. *College Teaching*, 5(2), 1-7.

Haythornthwaite, C. (2007). Digital divide and e-learning. In R. Andrews & C. Haythornthwaite, *Handbook of E-Learning Research* (pp. 97-118). London: Sage.

Irish, S. (2009, Dec.) Along Paseo Boricua: The art of Josué Pellot Gonzalez. *Journal of Arts and Communities* 1(2), 115-128.

Nam, C. & Bishop, A. P. (2011). This is the real me: A community informatics researcher joins the Barrio Arts, Culture, and Communication Academy in a health information campaign. *Proceedings of iConference 2011*, ACM Digital Library.

Nelson, V. & Bishop, A.P. (2007) The community is the curriculum. 4th Community Informatics Research Network Conference 2007, Prato, Italy.

Vincler, J. (2008). Speaking to and through the archive: An exhibition of Puerto Rican materials at the Newberry Library curated by students from the Dr. Pedro Albizu Campos High School in Community Informatics Research Network 2008 Conference, ICTs for Social Inclusion: What Is the Reality? Prato, Italy.

Williams, K., & Durrance, J. C. (2009). Community informatics. In *Encyclopedia of Library and Information Sciences*. Marcia J. Bates, Mary Niles Maack and Miriam Drake (eds). Taylor & Francis.

Williams, N., Bishop, A. P., Bruce, B. C., & Irish, S. (submitted 2011, August). Community informatics for whom? *Journal of Education in Library and Information Science*.

Wolske, M., Gibbs, D., Kehoe, A., & Irish, S. (submitted 2011, June). Impact of applying evidence-based design to public computing centers. *Journal of Community Informatics*.

Wolske, M., Johnson, E., & Adam, P. (2009). Citizen professional toolkits: Empowering communities through mass amateurization. CIRN Community Informatics Conference 2009, Prato, Italy.

Wolske, M., Williams, N.S., Noble, S.U., Johnson, E.O., & Duple, R.Y. (2010). Effective ICT use for social inclusion. *iConference 2010 Proceedings*, 312–316.

Presentations (apart from papers) at conferences, universities, and research institutes

2011

Austin, J., Coyle, J., & Nam, C. (2011, June 27). Panel – Let's get out: Empowering youth through community-focused new media projects. American Library Association Annual Conference Grassroots Program, New Orleans, LA, June 23–28 [<http://connect.ala.org/node/138528>].

Bishop, A. P. (2011, Jan. 29). Neighborliness, civic housekeeping, and sympathetic knowledge: What Hull-House can teach us about community technology. Plato Royalty Speaker Series, The Evergreen State College, Olympia, WA.

Bruce, B. C. (2011, Jan. 9-11). The community is the curriculum: A model for education reform. Philosophical Reflection on Education Reform. Shanghai: East China Normal University.

Bruce, B. C. (2011, Jan. 6-9). Finding common ground: A theory of community inquiry. The Role of Philosophy in Education and Educational Research. Shanghai: Fudan University.

Gibbs, D., Im, S., Rakha, S., Ritz, I. (2011, May 7-8). Equipping collaborative computing spaces: A [re] design at the Mary Brown Center. CHI 2011 Workshop, Vancouver, BC, Canada.

Wolske, M., Houston, B., Dempsey, P., & Rhinesmith, C. (2011, April 8). Equipping the community media newsroom. GSLIS Research Showcase presentation, University of Illinois at Urbana-Champaign, IL

2010

Bishop, A. P. (2010, Oct. 15). Jane Addams and the concept of "neighborliness": Social theory for community informatics. Presentation given at the Community Informatics Seminar, Information School, University of Michigan, Ann Arbor.

Bruce, B. C. (2010, Oct. 29). Finding common ground: A theory of community inquiry. Open seminar on community informatics, environments to support inquiry-based learning, collaboration in knowledge making, and new literacy practices. Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society (LinCS), Göteborgs universitet (University of Gothenburg), Sweden.

Bruce, B. C. (2010, March 5). Is community inquiry possible? Philosophy of Education discussion group. Champaign: Educational Policy Studies, University of Illinois at Urbana-Champaign.

Bruce, B. C. (2010, March 30). Coffee cups, frogs, and lived experience. Guest lecture for the course, English 584: Alternative sites for rhetorical education (Gesa Kirsch). Champaign: University of Illinois at Urbana-Champaign.

Bruce, B. C. (2010, April 17). Panel – New learning practices and paradigms. 2010 Symposium for Next Generation Teaching and Learning. Berkeley: UC Berkeley School of Information and the Center for Next Generation Teaching and Learning.

Bruce, B. C. (2010, April 17). Panel – New models of education. 2010 Symposium for Next Generation Teaching and Learning. Berkeley: UC Berkeley School of Information and the Center for Next Generation Teaching and Learning.

Bruce, B. C., Duple, R. Y., Rodgers, S. R., & Williams, N. S. (2010, April 7). A community informatics framework for diversity. 2010 Diversity & Democracy Conference. Center on Democracy in a Multiracial Society, Champaign, IL: University of Illinois at Urbana-Champaign.

Bruce, B. C., Duple, R. Y., Rodgers, S. R., & Williams, N. S. (2010, April 7). Roundtable: Challenges and opportunities for working with the community. 2010 Diversity & Democracy Conference, Center on Democracy in a Multiracial Society. Champaign, IL: University of Illinois at Urbana-Champaign.

Wolske, M. (2010, Oct. 29). Innovation diffusion and broadband deployment in East St. Louis, Illinois, USA. Community Informatics Research Network, Prato Italy.

2009

Bishop, A., Bruce, B. C., Williams, K. H., & Wolske, M. B. (2009, Feb. 6). Learning in the community: Addressing students' issues. 2009 Annual Faculty Retreat: Preparing Students for the Global Century. Champaign: University of Illinois at Urbana-Champaign.

Bruce, B. C., Patterson, W. et al. (2009, April 21). Panel — Community informatics. HASTAC III: Humanities, Arts, Science and Technology Advanced Collaboratory conference, University of Illinois at Urbana-Champaign, IL.

Bruce, B. C. (2009, Feb. 26). Coffee cups, frogs, and lived experience. Guest lecture for the course LIS 202: Social Aspects of Information Systems (Lori Kendall). Champaign: University of Illinois at Urbana-Champaign.

2008

Bishop, A. (2008). Building iCommunity: Technology meets civic engagement. Keynote presented at University of Illinois, Springfield.

Bruce, B. C. (2008, April 26). Connecting learning and life: How educators redefine themselves in the face of new technologies [Keynote]. International Professional Development Association [Inaugural Conference], St Patricks College, Drumcondra, Dublin, Ireland.

Bruce, B. C. (2008, June 3). The future of the university: A university focused on the student [Plenary session]. International Conference UNIVEST'08: The student as axis of change in the university, Girona, Spain.

Bruce, B. C. (2008, Oct. 7). Inquiry and information science: Learning at the border. Champaign: Mortenson Center, University of Illinois at Urbana-Champaign.

Bruce, B. C. (2008, May 12). Inquiry-based learning and media ecosystems. Digital Literacy in Irish Primary Schools, National College of Ireland, Dublin.

Bruce, B. C. (2008, June 27). New literacies. Urbana: University of Illinois at Urbana-Champaign, University of Illinois Writing Project.

Bruce, B. C. (2008, July 10). New literacies. Cambridge, MA: TERC.

Bruce, B. C. (2008, July 16). New literacies [brownbag]. Champaign: University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science.

Bruce, B. C. (2008, Sept. 19). Technology and education. Integrating technology into literacy seminar (M. Eryaman). Çanakkale, Turkey: Faculty of Education, Çanakkale Onsekiz Mart Üniversitesi.

Bruce, B. C. (2008, May 5). Ubiquitous learning, ubiquitous computing, and lived experience. Networked Learning Conference, Halkidiki, Greece.

Budhathoki, N. Raj (2008, Dec. 27). New geospatial tools and user-generated geospatial knowledge. Kathmandu University, Dulikhel, Nepal.

Bruce, B. C., & Reynolds, A. R. (2008, May 20). Technology in Docklands education: Using technology to support learning in the Docklands. Seminar for principals. Dublin: National College of Ireland.

2007

Bruce, B. C. (2008, March 5). A radical vision for third-level education today: Re-connecting with community. Distinguished Fulbright Lecture. Dublin: National College of Ireland. [Abstract & resources site]

Bruce, B. C. (2007, Nov. 30). Coffee cups, frogs, and lived experience. MSc in Technology and learning (Brendan Tangney). Dublin: The University of Dublin, Trinity College.

Bruce, B. C. (2007, Dec. 13). Coffee cups, frogs, and lived experience. Early Learning Centre. Dublin: National College of Ireland.

Bruce, B. C. (2007, Sept. 29). From Hull House to Paseo Boricua: The theory and practice of community inquiry [Invited Lecture]. Philosophy of Pragmatism: Salient Inquiries, Babeş-Bolyai University, Cluj-Napoca, Romania.

Bruce, B. C. (2007, Oct. 25). New literacies. Digital Learning 1, M.Ed in Digital Learning (Margaret Leahy, Deirdre Butler). Dublin: St Patrick's College of Education.

Conference posters

Bloch, N. & Serbanuta, C. (2011, Jan. 4). Innovative tools for community collaboration — A history. Poster presented at ALISE 2011, Jan. 4–7, San Diego, CA.

Bloch, N. & Serbanuta, C. (2011, April 8). Innovative tools for community collaboration — A history. Poster presented at GSLIS Spring Research Showcase, Champaign, IL.

Im, S., Gibbs, D., Rakha, S., Ritz, I., & Wolske, M. (2011). Equipping collaborative computing spaces. GSLIS Research Showcase, University of Illinois at Urbana-Champaign, IL.

Kehoe, A. & Wolske, M. (2011). Measuring the impact of design in community information spaces. GSLIS Research Showcase, University of Illinois at Urbana-Champaign, IL.

Completed dissertations partially supported or informed by CIC's work

An, J. (2008). Service learning in postsecondary technology education: Educational promises and challenges in student values development. College of Education, University of Illinois at Urbana-Champaign.

Berry, P. W. (2011). Beyond hope: Rhetorics of mobility, possibility, and literacy. Center for Writing Studies and Department of English, University of Illinois at Urbana-Champaign.

Budhathoki, N. (2010). Participants' motivations to contribute geographic information in an online community. Urban and Regional PIA.ing, University of Illinois at Urbana-Champaign.

Card-Gretencord, T. C. (2009). From outreach to engagement: An actor-network-theory analysis of attracting Spanish-speaking participants to public programming. Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.

Lenstra, N. (2011). Black Champaign-Urbana: Community informatics and cultural heritage information in a low-income community. Certificate of Advance Study thesis, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.

Nam, C. (2011). Exploring local civic citizenship surrounding the "iHuntington Park NO SE VENDE!" campaign in Paseo Boricua, Chicago. College of Education, University of Illinois at Urbana-Champaign.

Nazarova, M. (2008). Service Learning and career development: A case study in Library and Information Science. Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign.

Public engagement presentations (community events, schools, libraries, other organizations)

Bishop, A. P. (2009, March 9). Community engagement in a digital world: An exploration of tools with an information professional. Public Engagement Symposium, University of Illinois at Urbana-Champaign, IL.

Bruce, B. C. (2008, May 23). Digital literacy. National Centre for Technology in Education, Dublin, Ireland.

Bruce, B. C. (2007, June 5). Open learning within communities. Open Educational Resource Meeting, Hewlett Foundation, Half Moon Bay, CA.

Carter, S. K., Rakha, S., & Nam, C. (2011, April 27). TAPping In: A novel approach to community–university partnerships. Service-Learning & Social Entrepreneurship Showcase [Poster Session], University of Illinois, Urbana-Champaign, IL.

Carter, S. K., Rakha, S., & Nam, C. (2011, March 9). TAPping In: A novel approach to community–university partnerships. Public Engagement Symposium: Impacting Our Community [Poster Session], University of Illinois, Urbana-Champaign, IL.

Dunn, J., Kent, W., & Wolske, M. (2011). Prairienet.org. Public Engagement Symposium, University of Illinois at Urbana-Champaign, IL.

Torrise, Michelle, Bishop, A.P, & Bruce, B.C. (2007, Nov.). Urban agriculture and youth education in Paseo Boricua: The community is the curriculum. Community Technology Showcase, University of Illinois at Urbana-Champaign, IL.